



PROGRAM APPLICATION

2009-2010

**South Dakota
Department of Education
AN EQUAL OPPORTUNITY EMPLOYER**

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SECTION A.

**GUIDELINES FOR
EVEN START FAMILY LITERACY
GRANT PROGRAM**

I. INTENT

The purpose of this request for proposals (RFP) is to solicit applications for federal funds to develop local Even Start Family literacy programs.

The purpose of the Even Start Family Literacy Program is to improve the educational opportunities for low-income children and adults and break the intergenerational cycle of illiteracy and school failure. This program is implemented through cooperative projects that build on high quality existing community resources to create a new range of services. They promote the academic achievement of children and adults by integrating early childhood education, adult literacy or basic education, and parenting education into a unified family literacy program. Projects will assist children and adults from low -income families to achieve challenging state content standards and challenging state student achievement standards. Instructional programs used should be based on scientifically based reading research (as defined in section 1208 ESEA) and the prevention of reading difficulties for children and adults to the extent such research is available.

The Reading Excellence Act as enacted by P.L. 105-277, amended the Even Start law to require states to develop, based on evaluation and research data, indicators of program quality which will be used to monitor, evaluate, and improve Even Start programs.

The first grant period will extend from July 1, 2009 to June 30, 2010. Projects selected for funding will be eligible to apply for up to three years of additional funding subject to successful program implementation progress, participant progress and the availability of funds allocated for this program.

Those agencies eligible to apply for funding include local educational agencies and community based or other nonprofit organizations working in partnership with each other.

II. STATUTORY/REGULATORY SOURCE

The Even Start Family Literacy Program is authorized by, and fully funded under, The Elementary and Secondary Education Act of 1965, as amended. Amendments include Part B of Title I of The Improving America's Schools Act of 1994, (Public Law 103-382), and the Reading Excellence Act, (PL 105-277). Even Start was reauthorized in December 2000 as part of the consolidated appropriations act of 2001, Part B-William F. Goodling Even Start Family Literacy Programs (PL 106-554). *The No Child Left Behind Act of 2001* incorporated the December 2000 changes.

III. DEFINITIONS

FAMILY LITERACY SERVICES – The term family literacy services means services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:

- (A) Interactive literacy activities between parents and their children.
- (B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.
- (C) Parent literacy training that leads to economic self-sufficiency.
- (D) An age- appropriate education to prepare children for success in school and life experiences.

SCIENTIFICALLY BASED READING RESEARCH (Section ESEA)

(A) Applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; and

(B) Includes research that-

- (i) employs systematic, empirical methods that draw on observation or experiment;
- (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusion drawn;
- (iii) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- (iv) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

IV. PROGRAM ELEMENTS (Sec. 1235 NCLB Act)

Even Start family literacy programs are expected to provide four components including adult education, early childhood education, parent education, including interactive literacy activities, between children and their parents.

According to the third Even Start evaluation “Parents from families that participated more intensively in Even Start (both in terms of number of hours and months of participation) reports that their children do better on literacy-related tasks (e.g knowledge of the alphabet, number and colors), that they read a greater variety of materials to their children more frequently, and that they have more books than families that participated less intensively.” Therefore, it is recommended that families receive more hours of instruction than the minimum recommendations. The minimum recommendations are: Adult Education – 60 hours per month; Parenting Education (classroom without children), including interactive literacy activities between parent and children (practice with children) – 20 hours per month; Early Childhood Education (Birth – 3) - 60 hours per month; Early Childhood Education (3-4) – 65 hours per month.

Every program funded under the Even Start Literacy Program shall also include the following 15 program elements:

1. Identification and recruitment of families most in need of Even Start services. Each project must identify and recruit families most in need of Even Start services, as indicated by a low level of income, TANF recipient, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators. It is important to note the distinction between families that are considered “eligible” for Even Start services and those actually served by a project. Even Start projects serve a small subset of the “eligible” population and must target families who are most in need of services.

2. Screening and preparation of participants. Each project must screen and prepare parents, (including teenage parents) and children to enable those parents to participate fully in Even Start activities and services. This includes testing of parents to ensure eligibility for services, referral to necessary counseling, other developmental and support services, and related services. A project should ensure that each member of an eligible family is fully ready to benefit from the Even Start program prior to considering them for program participation.

3. Flexible scheduling and support services. Each project must be designed to accommodate the participant’s work schedule and other responsibilities, including the provision of support services, when those services are unavailable from other sources. Flexibility in scheduling classes in order to

optimize family participation and retention is especially critical given the demands of welfare reform, as are providing support services such as transportation, child care and meals.

4. High quality intensive instructional programs. Each project must provide high-quality intensive instructional programs that promote adult literacy and empower parents to support the education growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs. Each of the four core components is considered an instructional program.

5. Staff Qualifications. Programs must ensure that staff, whose salaries are paid in whole or in part with Even Start funds, meet the following qualification. Staff who are not paid with Even Start funds, such as staff supported by collaborators or partners, are not subject to the requirements of this program element. However, it is encourage that a project make a concerted effort to use the most highly qualified staff available.

Staff providing academic instruction: Instructional staff are considered those staff members who provide instruction in the four core Even Start components.

All instructional staff paid in whole or in part by Even Start who provide academic instruction:

- Must have obtained an associate's bachelor's or graduate degree in, or a field related to, early childhood education, elementary or secondary school education, or adult education; and
- If applicable, will meet State established qualifications for early childhood education, elementary or secondary school education, or adult education provided as part of an Even Start program or another family literacy program; and
- Administrators of family literacy services will have received training in the operation of a family literacy program; and
- Paraprofessionals, who provide support for academic instruction, will have a high school diploma or its recognized equivalent.

6. Staff Training. Each project must train staff, including child care staff, to develop the skills necessary to work with parents and young children in the full range of Even Start instructional services offered.

7. Home Based instructional services. Each project must provide and monitor integrated instructional services to all participating parents and children through home-based programs. It is recommended that a project provide home-based services for every Even Start family on a regular basis. These services should be designed to improve literacy skills of children or their parents or both and communicate the message that they home is a child's first classroom just as the parents is a child's first teacher.

8. Year round services. Each project must operate on a year-round basis, including the provision of some program services, instructional and enrichment, during the summer months. This allows families to receive continuous opportunities to improve their learning and avoid the common drop-off in achievement that often occurs during long breaks or vacations. Therefore, the families served during the summer should be the same families served during the school year.

9. Coordination with other programs. Each project must coordinate with:

- (A) relevant programs assisted under other parts of this title and this Act:

(B) Title I, Part A, Early Reading First, Reading First, Migrant Education, 21st Century Community Learning Centers, Head Start/Early Head Start program, Parents as Teachers, volunteer literacy programs, and other relevant program.

(C) Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, TANF, Title I of the Workforce Investment Act of 1998.

10. Instructional program based on scientifically based reading research. Each project must use instructional programs based on scientifically based reading research for children and adults; to the extent such research is available. The underlying premise of basing instructional program on scientifically based reading research is that using strategies and techniques that are demonstrated to be effective through the application of scientific research methods will give States, districts and schools a higher probability that children enter school prepared to learn to read and adults significantly improve their literacy and help their children succeed in school. (see definition on page 1)

11. Attendance and retention. Each project must encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals. Each individual program determines criteria for reasonable attendance in order for a family to achieve their education goals and to remain as active participants in the program.

12. Reading readiness activities for preschool children based on scientifically based reading research. Each project must base its reading readiness activities for preschool children on scientifically based reading research, to the extent available, to ensure that children enter elementary school ready to learn to read. (see definition on page 1)

13. Continuity of services. Each project must promote the continuity of family literacy to ensure that individuals retain and improve their education outcomes. Educational services supplementing in-school instruction provided through the early school years can be critical to sustaining gain made during the preschool years.

14. Providing services to families most in need. Each project must ensure that they program will serve those families most in need to f Even Start activities and services. This is related to program element #1.

15. Local independent evaluation. Each project must provide for an independent evaluation of the program to be used for program improvement. The independent evaluation generally is conducted annually and provides critical data and information to the local program on the performance of implementation of the core components and program elements. The project must use the data and information for participants progress monitoring and continuous program improvement to lead to better participant outcomes.

V. ELIGIBLE PARTICIPANTS (Sec. 1236 NCLB Act)

Section 1236 of the Even Start Statute defines eligible participants as-

1. a parent or parents-

(A) who are eligible for participation in adult education and literacy activities under the Adult Education and Family Literacy Act; or

(B) who are within the State's compulsory school attendance age range, so long as a local education agency provides (or ensures the availability of) the basic education component required under this part; or who are attending secondary school; and

2. the child or children, from birth through age seven, of any individual described in paragraph (1) above.

Eligibility for Certain Other Participants

(1) Family members of eligible participants may participate in activities and services when appropriate.

(2) Any family participating in a program assisted under this part that becomes ineligible to participate as a result of one or more members of the family becoming ineligible to participate, may continue to participate in the program until all members of the family become ineligible to participate, which-

(A) in the case of a family in which ineligibility was due to the child or children of the family attaining the age of eight, shall be in two years or when the parent or parents become ineligible due to educational advancement, whichever occurs first; and

(B) in the case of a family in which ineligibility was due to the educational advancement of the parent or parents of such family, shall be when all children in the family attain the age of eight.

VI. COLLABORATION

An important purpose of the Even Start Family Literacy Program is to promote collaboration between local educational agencies and community-based and other nonprofit organizations in delivering unified programs for high-need children and their parents. Such collaboration is required as a condition of eligibility to apply for funding in response to this RFP.

To be eligible for funding, the applicant must be in a partnership between a local education agency (LEA) applying in collaboration with a non-profit community based organization, public agency, institution of higher education, or other non-profit organization. It could be a community-based organization, or other nonprofit organization of demonstrated quality, applying in collaboration with a local educational agency. The partnership will designate one agency to act as fiscal agent.

VII. FUNDING

Applicant(s) selected as a result of this RFP will be eligible to apply for up to three additional years of funding subject to their satisfactory progress in program implementation and the availability of federal funds designated for the Even Start Family Literacy Program. Subsequent grant periods will be:

Second: July 1, 2010 to June 30, 2011

Third: July 1, 2011 to June 30, 2012

Fourth: July1, 2012 to June 30, 2013

In order to receive an Even Start Family Literacy Program Grant, grant recipients must provide a share of the total costs of the project. The Federal share of the program may not exceed the amount awarded in the first year. The following chart illustrates the increasing local share by year.

Funding Year	Federal Even Start Share	Local Share
Year 1 *	90%	10%
Year 2 **	80%	20%
Year 3 **	70%	30%
Year 4 **	60%	40%
Year 5*,6**,7**,8**	50%	50%
Year 9* and beyond	35%	65%

* = Competitive grant application required

** = Continuation grant application required

New projects will not be funded for less than \$75,000.00. A successful applicant may not receive more Federal Even Start grant funds in the second, third, or fourth grant period than it received in the first year. In order to receive the same amount in any subsequent year as in the first year, the applicant should expand the number of eligible participants served in that year and increase the local share.

The local share of an Even Start program may be provided in cash or in kind, fairly evaluated, and may be obtained from any source, including other Federal funds under this Act. Applicants must maintain and document local resources dedicated to Even Start. All match items must be designated for the purpose of this project and must not be used to provide match to any other projects.

How to determine the local share required:

To determine the local share when a project knows the Federal amount, divide the Federal amount by the Federal share percentage required in that program's year. Subtract the Federal amount from that total to reach the local share amount.

EXAMPLE:

<u>Federal Amount</u>	<u>Divide by percentage</u>	<u>Subtract/Federal</u>
\$100,000	90%	= \$111,111-\$100,000 = \$11,111 (yr.1-LS)
\$100,000	80%	= \$125,000-\$100,000 = \$25,000 (yr.2-LS)
\$100,000	70%	= \$142,857-\$100,000 = \$42,857 (yr.3-LS)
\$100,000	60%	= \$166,666-\$100,000 = \$66,666 (yr.4-LS)

VIII. ALLOWABLE USES OF GRANT FUNDS

Funds from this program shall be used to pay the Federal share of the cost of providing family-centered education programs. Programs must involve parents and children in a cooperative effort to help parents become full partners in the education of their children and to assist children in reaching their full potential as learners. Even Start funds **may not** be used for indirect costs. The Secretary may waive the prohibition of indirect costs under certain circumstances. A successful recipient may request start-up costs for a three to six month period during the first year of a four year grant period. These funds are to be used for the purposes of recruiting, hiring, training staff and coordination of services before full program implementation.

IX. ELIGIBLE ENTITIES

An eligible entity means a partnership composed of **both** a local education agency and a nonprofit community-based organization, a public agency other than a local education agency, an institution of higher education, or a public or private nonprofit organization of demonstrated quality, other than a local education agency. A community-based organization is defined as any public or private nonprofit organization with a record of providing effective services to family literacy providers, such as the National Center for Family Literacy, Parent as Teachers, Inc., the Home Instruction Program for Preschool Youngsters, and Head Start/ Early Head Start.

In order to apply, a community-based organization or other nonprofit organization must meet the following requirements, documentation of which must be submitted as part of this application:

1. That the organization is a nonprofit organization in good standing as evidenced by submission of:
 - (A) A certified copy of the organization's Certificate of Good Standing issued by the South Dakota Secretary of State and in effect at the time this application was submitted;
 - (B) A certified copy of the organization's Certificate of Incorporation on file with the South Dakota Secretary of State;
 - (C) A list of the names and addresses of the members of the organization's board of directors and officers; and
 - (D) The organization must provide its tax-exempt number.

Failure to meet the above eligibility requirements or failure to submit any of the documentation required above will cause the application to be removed from consideration.

To be eligible, documentation of the collaboration between the applicant and other agencies must be included in the application. If selected for funding, the applicant will serve as the fiscal agency for the grant and shall be subject to all requirements set forth in this RFP and the Even Start statute.

X. CONTINUATION OF FUNDING, PERFORMANCE REPORTING, MONITORING AND EVALUATION RESPONSIBILITIES

Continuation grants will be awarded annually upon submission of a continuation application. Eligible recipients will demonstrate that they are making sufficient progress toward meeting program and participant goals and objectives. Determination of progress will be based on program self - assessment, local evaluation, data reports, quarterly reports accomplishments and on-site program reviews. South Dakota quality performance indicators will be used to measure participant progress and data should be readily available for review and analysis to assist in making continuation-funding decisions.

Even Start projects will be expected to implement a program self-assessment process that will contribute to information about progress and continual program improvement. The program self assessment process will be completed at the end of the start-up period in year 1 and again in year 4 prior to completion of the competitive grant (required every 4 years).

The state education agency will review each Even Start program through information data analysis, desk audit and on-site visits. Reviews will focus on the progress of each grant recipient towards meeting the conditions of the grant and the objectives that are stated in the approved application. The review will also address the amount and quality of services that are provided to eligible participants. The reviews and reports will be completed on a schedule to permit their results to be used in the determination of eligible applicants for the following grant period.

Financial status reports are to be submitted monthly along with a final project completion report.

The State Educational Agency may refuse to award sub-grant funds to an eligible entity if the agency finds that the eligible entity has not sufficiently improved the performance of the program, as evaluated based on the indicators of program quality developed by the State after:

- (a) providing technical assistance to the eligible entity;
- (b) affording the eligible entity notice and an opportunity for a hearing.

XI. EVALUATION OF GRANT PROGRAM

An independent local evaluation is required by the Even Start legislation. Recipients are responsible for budgeting approximately \$5,000-\$10,000 for required local evaluation, program self-assessment, participant assessment, training sessions and data collection activities required by the state. An evaluation plan is required. The plan should include how the program will collect data to measure participant progress on the *South Dakota Performance Indicators*. Evaluation reports prepared by local evaluators will include data analysis of progress and recommendations for identified improvement. The evaluation report should be prepared annually and submitted with the continuation grant or no later than June 30.

SECTION B

I. SELECTION PROCESS (Sec. 1238 NCLB Act)

All applications received will be first reviewed to determine that the applicant meets the eligibility criteria specified in this application. Applicants who do not fully meet those criteria will be removed from consideration.

The process will be competitive with priority given to grants that-

- (A) are most likely to be successful in meeting the purposes of and effectively implementing the required program elements of Even Start;
- (B) demonstrate that the area to be served by this program has a high percentage or a large number of children and families who are in need of such services as indicated by high levels of poverty, illiteracy, unemployment, limited-English proficiency, or other need-related indicators. Other criteria include:
 - a high percentage of children who reside in a school attendance area served by a local educational agency that is eligible for participation in programs under Part A;
 - a high number or percentage of parents who have been victims of domestic violence; or
 - a high number or percentage of parents who are receiving assistance under a State program funded under Part A of Title IV of the Social Security Act (42 USC 601 et seq.).
- (C) provide services for children for at least a three-year age range, which may begin at birth;
- (D) demonstrate the greatest possible cooperation and coordination between a variety of relevant service providers in all phases of the program;
- (E) include cost-effective budgets, given the scope of the application;
- (F) demonstrate the applicant's ability to provide the non-Federal share required by section 1234 (b);
- (G) are representative of urban and rural regions of the State; and
- (H) show the greatest promise for providing models that may be adopted by other family literacy projects and other local educational agencies.
- (I) Priority will also be given to areas that target services primarily to families located in areas designated as empowerment zones or enterprise communities.

Additional factors include:

- Whether or not a project is a duplication of effort or duplication of funding
- Geographical distribution
- Evidence of satisfactory performance on previous projects
- Legislative priority factors
- Other State factors

Review Panel

The applications submitted by eligible applicants will be reviewed by a panel of at least three members, including one early childhood professional, one adult education professional, and one individual with expertise in family literacy programs, and may include other individuals such as one or more of the following:

- (A) A representative of a parent-child education organization.
- (B) A representative of a community-based literacy organization.
- (C) A member of a local board of education.
- (D) A representative of business and industry with a commitment to education.

(E) An individual who has been involved in the implementation of Title I programs.

Each panelist will evaluate each application using the criteria listed above. The scores of each panelist will be totaled and an average of the panelists' total scores calculated.

All applicants will be notified of the result of the review. Applicants denied a grant will be notified by mail.

II. APPLICATION SELECTION CRITERIA

I. Each application will include a one page Abstract describing the Even Start program that they are proposing. **(Please do not exceed one page.)**

Each applicant must describe in detail how they will accomplish the intent of the Even Start Family Literacy Program.

Each application must list the goals and objectives of their project as they relate to the program elements. The applicant must indicate which agency will be responsible for meeting these goals and objectives and what date they will be completed.

Each application will be rated using the criteria described below. The maximum number of points possible for each criterion is indicated.

II. Likelihood of success in meeting Even Start Goals and effectively implementing the program elements. (40 points maximum)

Is there an effective plan included to ensure proper and efficient administration of the program?

The program is likely to provide children's services for at least a 3-year age range, which may begin at birth.

Does the application contain clear, attainable, measurable, goals, objectives, and activities against which the progress and success of the program will be measured?

Are there timelines established to achieve them?

Are designated personnel qualified to administer and implement the program?

Is there a training plan established that describes how staff will be prepared to implement the program and participate in ongoing professional development?

Does the proposal include appropriate instructional and developmental activities that are based on sound research, in the areas of early childhood education, adult literacy, and parenting education?

Does the proposal provide for continuity of services to maintain progress by providing continuous services through the summer months?

III. Need for Project (10 points maximum plus 10 priority points)

What percentage of unserved eligible children and parents will be served under the proposed program?

Does the proposal demonstrate that the area to be served by this program has a high percentage or a large number of children and families who are in need of such services?

The geographic area of the proposal is an empowerment zone or an enterprise community. The area is representative of urban and rural regions of the State.

The following need-related indicators are included in the proposal:

- high levels of poverty
- TANF recipients, domestic violence victims
- illiteracy
- unemployment
- limited-English proficiency
- children eligible for Title I, Part A

IV. Degree of Coordination and Collaboration (30 points maximum)

Demonstrates the greatest possible cooperation and coordination.

Has the applicant completed a needs assessment of all relevant providers to determine current service needs and is the applicant fully aware of similar and related services, including State and locally funded programs being provided to eligible children and adults?

Has the applicant engaged a variety of relevant service providers in discussions that have resulted in firm agreements for specific coordination and collaboration activities in all phases of the program? Written agreements are attached.

Do the program elements include specific provisions for additional cooperative efforts with other service providers, including State and locally funded providers, throughout the duration of the program?

Do services offered by the applicant build upon but not duplicate, those being provided to program participants by the applicant or other service providers?

V. Reasonableness of Budget (10 points maximum)

The program demonstrates the ability to provide the nonfederal share. The budget includes information about the source of the local match.

Are costs reasonable in relation to the number of families it expects to serve and the expected outcomes?

Will the applicant make use of currently available resources such as facilities and equipment?

Are funds set aside to implement a training plan and support ongoing professional development?

Does the budget include a budget narrative that provides sufficient information to support the requested amount of funds?

Does the budget include sufficient funds to participate in the national evaluation efforts and to implement a local evaluation plan?

VI. Promise as a Model (10 points maximum)

Does the application contain a preliminary local evaluation plan that: (a) measures the progress and success of the program in achieving its program elements; (b) utilizes concrete and quantifiable means of measurement; (c) measures participant progress and (d) includes, if possible, comparisons with appropriate control groups?

Are the general components of the program readily understandable and useable by other entities, and are they based on research or models that have proven to be adaptable to various circumstances?

Does the applicant show a willingness to serve as a model and to disseminate detailed information about the program to the SEA and to other LEAs?

SECTION C

APPLICATION NARRATIVE INSTRUCTIONS ATTACHMENTS INCLUDED

Grant should be organized according to the instructions. Narrative is limited to 25 pages in length, double-spaced, using a 12 point font, including the abstract and attachment forms.

I. ABSTRACT

Provide a one page summary of the Even Start Family Literacy Program. Clearly and succinctly give an overall picture of the proposal. Briefly explain the high need for the project, the activities planned to meet the needs, the anticipated number of families to be served, expected outcomes, and other relevant information. Information will be shared with others.

Application Title Page (attachment 1)

The "purpose of submission" is an original application. The "beginning" date of the project will be July 1, 2009 and the "ending date" will be June 30, 2010.

- (1) **APPLICANT:** The entity that has been designated the applicant and which will serve as the program's fiscal agent must complete all items as directed.
- (2) **CETIFICATION:** Authorized Representative must certify that they Agency Board has approved submission of the grant application. An original signature is required.
- (3) The appropriate box should be checked.
- (4) The federal share included only the Even Start grant funds requested and NOT the applicant's local share. See page 6 for instruction on how to figure applicant's local share according to program year.
- (5) This section is for State Education Agency Use Only.

**Application for
EVEN START FAMILY LITERACY PROGRAM
Under Part B, Subpart 3 of Title I of Public Law 107-110**

1. APPLICANT

Legal Name of Agency

County

Address

City

Zip

Date(s) Received at State Education Agency (SEA)

2. CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct, the agency named above has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on _____.

Name of Authorized Representative (PLEASE PRINT OR TYPE)

Date

Title of Authorized Representative

Name of Person Responsible for Completing the Application

Phone

Signature of Authorized Representative

Date

3. PURPOSE of this submission

☐

Original Application for FY 09

☐

Continuation Application

☐

Amendment—Describe Program Budget Revision

4. PROJECT SUMMARY

A. Federal Share

\$

B. Applicant Share

\$

TOTAL

\$

Proposed Project:

Beginning Date:

Ending Date:

5. APPLICATION/AMENDMENT APPROVAL – For State Education Agency Use Only

DESCRIPTION	FY 09 FUNDS AVAILABLE	FY 09 FUNDS APPROVED	FY 09 AVAILABLE BALANCE
Budget Number			
Current Funds			
Total Funds			

Approval of your project/amendment is granted under the provision of Title I of Public Law 103-382 provided the funds as allotted are expended only in accordance with the rules and regulations of the Department of Education and that should an audit disclose that such funds have not been so expended and restitution of such funds is required by the Department of Education, such restitution shall be made by the applicant.

Signature of Authorized Representative

Date

Budget Sheet (attachment 2)

1. Columns and rows need to be completed. The subtotal column indicates the total amount of Federal dollars needed for each budget line item. The in-cash/in-kind match column indicates local match effort directed towards the total amount. (The grand total of the in-cash/in-kind column must equal 10% of the total cost of the project in the first year.) Adding amounts under the in-cash/in-kind column and the federal share (subtotal) column derives the total cost for each line item. **Even Start funds cannot be used for indirect costs.**
2. Applicants are required to attach a supplemental detailed breakdown (budget justification) explaining each budget line item and a detailed description of in-cash/in-kind match.
3. A grant recipient under the Even Start Family Literacy program may not make any revision in the expenditure of its grant's funds which results in total budgetary category variances in excess of 10 percent of the grant total without prior written approval of the South Dakota Department of Education.
4. Grant funds must be expended by the end of the grant period for which they were awarded. Funds not expended by this date must be returned to the Department of Education by check, payable to the Office of Finance Management. A request is necessary to use unexpended funds in the start-up or in any subsequent year.
5. Applicants requesting start-up costs for a 3-6 month period during the first year of a four-year grant period, must submit a separate start-up cost budget sheet and budget narrative describing how funds will be used.
6. Transfer of funds from one line-item to another requires a new budget sheet, budget justification, a letter of explanation and request and SEA approval.

***BUDGET**

Object	100	200	300	400	500				
Function	Salaries	Benefits	Purchased or Contractual Services	Supplies/ Materials	Capital Acquisition (over \$500)	Subtotal		**In Cash/ In Kind Match	TOTAL COST
1270—Programs for Educationally Deprived									
2110—Attendance & Social Work									
2210—Imp. Of Instruction (Inservice)									
2540—Operation/Maintenance of Plant									
2547—Building Rental									
2550—Pupil Transportation									
2621—Supervision									
2623—Evaluation									
2629—Parent Activities									
Other									
Other									
GRAND TOTALS									

Attachment 2

*Attach a supplement breakdown explaining each budget line item

**Attach a detailed description of In Cash/In Kind match

For State Education Use Only	
Budget Number	_____
Approval Date	_____
Amendment Date	_____

Matching Funds Data (attachment 3)

Each applicant must estimate Even Start funds that will be needed and describe the source of funds.

MATCHING FUNDS DATA /FUNDS NEEDED FOR BALANCE OF PROJECT (attachment 3)

1. Estimate the matching funds necessary to meet the federal share requirement. Matching funds may be obtained from any source.

Project Year	Applicant Share Requirement	Applicant Share Amount	Source of Matching Funds
	_____ %of	\$ _____	
	Total		
	_____ %of	\$ _____	
	Total		
	_____ %of	\$ _____	
	Total		
	_____ %of	\$ _____	
	Total		

2. Explain the source of matching funds for the duration of the Even Start program .

3. Describe the funding plan for the program when federal assistance is no longer available.

II. NEED

a. Describe the geographic boundaries of the area to be served. Provide explicit demographics using the worksheet provided as attachment # 4.

Demographic Worksheet (attachment 4)

This worksheet can be used to help determine the high need population the program should target. If serving multiple counties, use a worksheet for each county or service area.

b. Clearly describe the specific needs of the target population residing in the area.

Indicators of need include:

- poverty
- illiteracy
- unemployment
- limited English proficiency.

c. Include information describing critical issues and problems of the community such as:

- the unavailability of comprehensive family literacy services
- the status and needs of low-income children and their families
- the availability/unavailability of prenatal, infant/toddler services, child care, pre-school programs
- percentages of students served and unserved by such programs
- the availability/unavailability of adult literacy programs and the numbers of adults served and unserved.

DEMOGRAPHIC WORKSHEET (attachment 4)

Areas to be served by an Even Start program may include school attendance areas eligible for programs under Title I. They must also have a high percentage or a large number of children and families who are in need of services as indicated by high levels of poverty, illiteracy, unemployment, and limited English proficiency.

Identify County/ counties and source _____

Major demographic changes in the community within the last 3-5 years that have had an impact on the student population/ population overall.

Adults less than twelfth grade _____ % Adults less than twelfth grade education _____

Adults limited English proficiency _____ % Adults limited English proficiency _____

% Women (16 and older) in labor force with youngest child under six _____, Ages 6-17 _____

% Teens not in school & not in labor force (16-19) _____ % teens high school dropouts (16-19) _____

% Births to Teenagers under age 20 _____

% Births to mothers with less than 12 years education _____

Teen parents _____ % of High school Students identified as Teen Parents _____

% Children in poverty (school age, preschool) _____

Children on Head Start wait list _____ % of eligible children on Head Start wait list _____

Children on wait list for other early childhood programs _____

% Children on wait list for other early childhood programs _____

Children in Title I preschool or reading _____

% Children eligible for Title I preschool or reading services (if applicable) _____

Other -please describe

III. INTENT

Describe the background of the applicant organization and previous projects it has administered. Describe how it intends to administer and implement the Even Start program and the benefits expected to occur as a result of this proposal. Describe the roles and responsibilities of its partner. Describe successful adult education, early childhood education or parenting education programs that the applicant and/or collaborating entity has provided to high-need children and parents in the past five years. Organization that have operated successful Even Start or other family literacy programs previously should provide their evaluation and program self-assessment results to describe success in assisting families to reach their literacy goals.

Documentation of Eligibility (attachment 5)

The "Documentation of Eligibility" must be provided by any applicant that is not a local educational agency. Only one set of the documentation should be included in an envelope or folder clearly identified with the applicant's name and attached to the original of the application bearing original signatures.

DOCUMENTATION OF ELIGIBILITY (attachment 5)

To be eligible to apply for an Even Start Family Literacy Grant, a community-based or other nonprofit organization must submit one copy of each of the items listed below with its application. The items should be placed in a folder or envelope clearly identifying the applicant and attached to the original of the application submitted. This information need not be attached to the application's five copies.

1. A certified copy of the organization's Certificate of Good Standing issued by the South Dakota Secretary of State and in effect at the time of submission of this application.
2. A certified copy of the organization's Certificate of Incorporation on file with the South Dakota Secretary of State.
3. A list of the names and addresses of the members of the organization's board of directors and officers.
4. The organization must provide its tax exempt number.

Failure to submit any of the items listed above will remove the applicant from further consideration.

Board of Education Resolution to Apply (attachment 6)

The applicant must document that its governing board has authorized submission of the application. Applicants that are community-based or other nonprofit organizations should amend the form to replace the words "Board of Education" with the words "Board of Directors" as appropriate.

BOARD OF EDUCATION RESOLUTION TO APPLY (attachment 6)

The _____ Board of Education* hereby certifies that permission has

been granted to apply for the project entitled, EVEN START FAMILY LITERACY - NEW

for the purposes described in the application, in the amount of, \$ _____ ,

starting, (date) _____, 20__ and ending, (date) _____, 20__ and

The filing of this application was authorized at the Board of Education* meeting held on,

_____, 20__.

President, Board of Education*

_____, 20__

*Or equivalent officer/governing body for non-LEAs

PARTNERSHIP / COLLABORATION PAGE (attachment 7)

Partner: The applicant must apply in partnership with another entity. Provide the information below to identify the entity with which the applicant is collaborating. The entity with which the applicant is collaborating must complete this form certifying its participation in the preparation of the application and its participation in the activities described therein. The chief school administrator of the local education agency or the chief executive officer of the community-based or other nonprofit organization, as appropriate must sign the statement. Complete the information requested to identify the entity with which the applicant is collaborating.

Name of Entity:

Address:

County:

Telephone #:

Fax #:

Documentation of Collaboration

I, _____, certify that I and/or
(Name of Officer)

representatives of _____ have participated
(Name of Organization)

in the development of this application and furthermore I attest that

_____ agrees to participate in the
(Name of Organization)

activities of the proposed Even Start Literacy Program as described in the application; and will adhere to all assurances included in said application.

(Name, please print) (Title)

(Signature) (Date)

IV. PROGRAM DESIGN AND PROGRAM ELEMENTS

- a. Describe how this proposed Even Start program will help parents become full partners in the education of their children.
- b. Explain how this program will assist children in reaching their full potential as learners.
- c. How will adult education or literacy training be provided for parents?
- d. Describe the intensity and duration of services planned. use attachment # 8 to illustrate the plan.

Even Start Program Services Schedule (attachment 8)

Used to describe the intensity and duration of services

Attachment 8
EVEN START PROGRAM SERVICES AND SCHEDULE

Applicant: _____ Program Title: _____

Component/Activity	Location	Hours Per Week <i>(Offered)</i>	Hours Per Month <i>(Offered)</i>	Months Per Year <i>(Offered)</i>	Total Hours Per Year <i>(Offered)</i>	Grant Funded** (yes/no)	Responsible Agent
Adult Education							
Early Childhood							
Parenting Education							
Parent & Child Together (PACT) Time							
Home Visiting							
Other							
TOTAL:							

Amount of funds requested under this grant:	\$	Total Cost	\$
Match contributed under this grant:	\$	Number of participants to be served	#
Total Grant Cost	\$	Cost per participant (Total cost ÷ by total # of participants)	\$
		Total Cost	\$
		Total Hours/Year	
		Cost per program hour (Total cost ÷ by total # of hours/year)	\$

Program Design (Cont.)

- e. A description of the population to be served and an estimate of the number to be served. Be sure to cite the sources of any demographic, socioeconomic, or other data included in the description of needs. (in Attachment 4)
- f. Identify the schools and/or other facilities where the program will provide services. Indicate the number of parents and children you expect to serve at each site. Indicate how many children, by age, you expect to serve at each site.
- g. A description of activities and services that will be provided under the program and how the program will incorporate the program elements.
- h. A description of the program objectives, strategies to meet those objectives, and how those strategies and objectives are consistent with the program indicators established by the State. (see attachment 9)

Program Elements

1. Describe strategies to identify, recruit and serve *the most in need* families. State the methods that will be used to provide services to individuals with special needs, such as individuals with limited English proficiency and individuals with disabilities. Indicate which agency will be responsible for meeting these goals and objectives. (use attachment #6)
 - Describe the population to be served. Identify the following:
 - Number of adults to participate in adult education
 - Number of adults (age 20 and above)
 - Number of teen parents (under age 20)
 - The total number of families
 - Number and age range of children
 - Number of children B-2
 - Children 3-5
 - Children 6-8
 - Children over 8
2. Describe procedures to be used in the screening and preparation of parents and children for participation in the Even Start Family Literacy Program. Be sure to include methods of assessment, referral to counseling, other developmental and support services, and other related services. How will you collect data measuring participant performance progress? Indicate which agency will have overall responsibility for these procedures.
3. Explain how the services will accommodate the participants' work and other responsibilities including:
 - a. scheduling and location of services to allow joint participation by parents and children;
 - b. child care for the period that parents are involved in the Even Start Program; and
 - c. transportation to enable parents and their children to participate in the Even Start Program.
4. Describe the high quality, intensive instructional program that will promote adult literacy and empower parents to support the educational growth of their children. Indicate the methods, materials, and other resources to be used. Indicate which agency/agencies will be responsible for this portion of the program. Describe strategies for encouraging participants to remain in the program for a sufficient time to meet the program's purpose. Describe the instructional program that will prepare children for success in a regular school program. Indicate the methods, materials, and other resources to be used. Include name of agency responsible for this portion of program.
5. Document that the program has qualified personnel to develop, administer and implement an Even Start program and to provide access to special training.

Program Elements (cont.)

6. Describe the special training that will be provided to enable staff and administrators to develop the skills necessary to implement the Even Start Family Literacy Program and to work with parents and young children in the program. Training must include child care staff in programs enrolling children of participants in Even Start on a space available basis. Which agency will be responsible for coordinating this local special training? Programs should develop an ongoing professional development plan that supports program improvement. The budget should reflect an amount \$5,000-\$10,000 that provides for implementation of the plan.
7. Describe how the four components of Even Start will be integrated. Describe how all families will receive home visits and how will these visits be monitored.
8. Describe how the Even Start program will operate on a year-round basis, including the provision of program elements during the summer months.
9. Describe the instructional programs the program will use that are based on scientifically based reading research for children and adults, to the extent that research is available.
10. Describe how the program will encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals.
11. Describe the reading –readiness activities for preschool children the program will use that are based on scientifically - based reading research, to the extent available, to ensure that children enter school ready to learn to read.
12. Describe how the program will promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes.
13. How will the program ensure that they will serve those families most in need of the activities and services provided by the program.
14. Present a plan for rigorous and objective evaluation of progress toward meeting the program objectives and for continuing use of evaluation data to measure effectiveness of the Even Start Family Literacy Program, using local, national and State indicators or requirements. Included in the plan should be a discussion of the measures, instrumentation, responsible parties, and how the results will be used for program improvement.
15. Describe collaborative efforts and how the Even Start Family Literacy Program will be coordinated with any relevant programs assisted under Title I, the Adult Education and Family Literacy Act, the Individuals with Disabilities Act, the Workforce Investment Act, with Head Start programs, volunteer literacy programs, libraries, and other relevant programs that can be a benefit to program participants.

Indicators of Program Quality Planning Matrix (attachment 9)

Standard 1 - ADULTS: Demonstrated improvements in literacy levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

Indicator	Program Design Location of Services Hours per Month	Scientifically Based Reading Research Curriculum /Activities and Instructional Strategies to Attain Measurable Outcomes
1.1 Beginning Literacy (ABE) 42% of Beginning Literacy (ABE) level adult Even Start participants who have attended at least 40 hours of high intensity reading, writing, numeracy, and problem solving activities will acquire the level of basic skills needed to complete the educational functioning level as validated by the TABE.		
1.2 Beginning Basic Education (ABE) 42% of Beginning Basic Education (ABE) level adult Even Start participants who have attended at least 40 hours of high intensity reading, writing, numeracy, and problem solving activities will acquire the level of basic skills needed to complete the educational functioning level as validated by the TABE.		
1.3 Low Intermediate (ABE) 42% of Low Intermediate (ABE) level adult Even Start participants who have attended at least 40 hours of high intensity reading, writing, numeracy, and problem solving activities will acquire the level of basic skills needed to complete the educational functioning level as validated by the TABE.		
1.4 High Intermediate (ABE) 42% of High Intermediate (ABE) level adult Even Start participants who have attended at least 40 hours of high intensity reading, writing, numeracy, and problem solving activities will acquire the level of basic skills needed to complete the educational functioning level as validated by the TABE.		

Standard 1 - ADULTS: Demonstrated improvements in literacy levels in reading, writing, and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills.

Indicator	Program Design Location of Services Hours per Month	Scientifically Based Reading Research Curriculum /Activities and Instructional Strategies to Attain Measurable Outcomes
1.5 Low Adult Secondary (ABE) 42% of Low Adult Secondary(ABE) level adult Even Start participants who have attended at least 40 hours of high intensity reading, writing, numeracy, and problem solving activities will acquire the level of basic skills needed to complete the educational functioning level as validated by the TABE.		
1.6 High Adult Secondary (ABE) 42% of High Adult Secondary(ABE) level adult Even Start participants who have attended at least 40 hours of high intensity reading, writing, numeracy, and problem solving activities will acquire the level of basic skills needed to complete the educational functioning level as validated by the TABE.		
1.7 Beginning Literacy (ESL) 42% of Beginning Literacy (ESL) level adult Even Start participants who have attended at least 40 hours of English language acquisition activities will acquire the level of English language skills needed to complete the educational functioning level OR advance 20 points as validated by the BEST.		
1.8 Low Beginning (ESL) 42% of Low Beginning (ESL) level adult Even Start participants who have attended at least 40 hours of English language acquisition activities will acquire the level of English language skills needed to complete the educational functioning level OR advance 10 points as validated by the BEST.		

Standard 1 - ADULTS: Demonstrated improvements in literacy levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

Indicator	Program Design Location of Services Hours per Month	Scientifically Based Reading Research Curriculum /Activities and Instructional Strategies to Attain Measurable Outcomes
1.9 High Beginning (ESL) 42% of High Beginning (ESL) level adult Even Start participants who have attended at least 40 hours of English language acquisition activities will acquire the level of English language skills needed to complete the educational functioning level OR advance 10 points as validated by the BEST.		
1.10 Low Intermediate (ESL) 42% of Low Intermediate (ESL) level adult Even Start participants who have attended at least 40 hours of English language acquisition activities will acquire the level of English language skills needed to complete the educational functioning level OR advance 10 points as validated by the BEST.		
1.11 High Intermediate (ESL) 42% of High Intermediate (ESL) level adult Even Start participants who have attended at least 40 hours of English language acquisition activities will acquire the level of English language skills needed to complete the educational functioning level OR advance 10 points as validated by the BEST.		
1.12 Advanced (ESL) 38% of Advanced (ESL) level adult Even Start participants who have attended at least 40 hours of English language acquisition activities will acquire the level of English language skills needed to complete the educational functioning level OR advance 10 points as validated by the BEST.		

Standard 2 - ADULTS: Receipt of a secondary school diploma or its recognized equivalent.		
Indicator	Program Design Location of Services Hours per Month	Scientifically Based Reading Research Curriculum /Activities and Instructional Strategies to Attain Measurable Outcomes
2.1 High School Diploma/GED (16-21), 68% of school age (16-21) adult Even Start participants with a high school completion goal will earn a high school diploma or its recognized equivalent.		
2.2 High School Completion/GED (over 21), 68% of non-school age (over 21) adult Even Start participants with a high school completion goal will earn a high school diploma or its recognized equivalent.		
2.3 Credits Earned, 68% of school age (16-21) adult Even Start participants attending secondary education will earn a minimum of 1 credit after attending one semester of formal instruction		

Standard 3 - ADULTS: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.

Indicator	Program Design Location of Services Hours per Month	Scientifically Based Reading Research Curriculum /Activities and Instructional Strategies to Attain Measurable Outcomes
3.1 Placement in Postsecondary Education or Training 64% of adult learners with a goal of advanced education or training will enroll in postsecondary education or training.		
3.2 Placement in unsubsidized employment 52% of adult learners not employed at enrollment (with the goal of employment) will obtain unsubsidized employment.		

Standard 4 - CHILDREN: Improvement in the ability to read on grade level or reading readiness.

Indicator	Program Design Location of Services Hours per Month	Scientifically Based Reading Research Curriculum /Activities and Instructional Strategies to Attain Measurable Outcomes
4.1 Reading on grade level 70% of school age (K-3) children enrolled in Even Start for six months will read on grade level, as validated by the school administered assessments.		
4.2 (a) PPVT- oral language skills 70% of children eligible for kindergarten in the fall who are enrolled in Even Start for six months will demonstrate developmentally appropriate oral language skills as measured by a standard score of 85 or higher on a spring administration of the PPVT (GPRA Indicator)		
4.2 (b) 70% of preschool Even Start children three years and older who are enrolled in Even Start for six months but are not kindergarten-age eligible for the following year will demonstrate developmentally appropriate oral language skills as measured by a standard score of 85 or higher on a spring administration of the PPVT		
4.3 (a) PPVT oral language 70% of kindergarten age eligible preschool children who are enrolled in Even Start for six months will demonstrate significant gains as measured by a standard score increase of four or more points on the PPVT. (GPRA Indicator)		

<p>4.3 (b) PPVT oral language</p> <p>70% of children eligible for kindergarten in the fall who are enrolled in Even Start for six months will demonstrate significant gains as measured by a standard score increase of four or more points on the PPVT.</p>		
<p>4.4 PALS Pre-K-Knowledge of Upper Case Letters</p> <p>70% of kindergarten age eligible preschool children who are enrolled in Even Start for six months will recognize 16 or more letters as measured by the PALS Pre-K Upper Letter Case Subtask at the time of spring testing (GPRA Indicator)</p>		
<p>4.5 (a) Pre-IPT (ESL)</p> <p>70% of preschool children (3-5/ESL) who are enrolled in Even Start for six months will demonstrate progress (progress indicated by increasing one level) in developmentally appropriate emergent language and literacy areas as validated by the Pre-IPT.</p>		
<p>4.5 (b) Pre-IPT (ESL) (Kindergarten)</p> <p>70% of children eligible for kindergarten in the fall who are enrolled in Even Start for six months will demonstrate progress (progress indicated by increasing one level) in developmentally appropriate emergent language and literacy areas as validated by the Pre-IPT.</p>		
<p>4.6 PLS-4</p> <p>70% of children (Birth-2) who are enrolled in Even Start for six months will demonstrate progress (progress indicated by percentile gain greater than 0 on both section receptive and expressive) in developmentally appropriate emergent language and literacy areas as validated by the PLS-4.</p>		

Standard 5 - CHILDREN: School Attendance		
Indicator	Program Design Location of Services Hours per Month	Scientifically Based Reading Research Curriculum /Activities and Instructional Strategies to Attain Measurable Outcomes
5.1 School attendance-school age 94% of school age (5-8) children enrolled in Even Start for six months will meet or exceed the average daily attendance rate of the child's program or school.		
5.2 School attendance-preschool 85% of preschool age (3-5) children enrolled in Even Start for six months will meet or exceed the average daily attendance rate of the child's program or school.		

Standard 6 - PARENTING/INTERACTIVE LITERACY		
Indicator	Program Design Location of Services Hours per Month	Scientifically Based Reading Research Curriculum /Activities and Instructional Strategies to Attain Measurable Outcomes
6.1 Parenting/Interactive Literacy 75% of parents/guardians enrolled in Even Start for 6 months or more will demonstrate improved support for their children's literacy development as documented by a .5 point increase in the Parent Education Profile Scales (I – IV).		

Staff Information Sheet (attachment 10)

Submit the name and position of all staff members participating in the Even Start program. Include their certification, amount of time and salary information.

STAFF INFORMATION (attachment 10)

		√ Check One				(5) Salary Payment Information				
(1) Name of Staff Member	(2) Position	Certified	Non-Certified	(3) Site Assigned	(4) Total FTE	Number of Payments	Rate of Pay (Total Salary)		Total Including Other Sources	Salary Paid from Even Start
							Per Month	Per Hour		

Total FTE's _____ Grand Total _____

V. AGENCY COORDINATION AND COLLABORATION

- a. Describe the collaborative process used to assess needs for an Even Start program (Surveys, questionnaires, focus groups, interviews, other). List the planning group members convened to implement the planning process and write the grant proposal.
- b. Illustrate the partnerships that exist. Clearly describe how the new partnerships will build upon, develop a new range of services and not duplicate existing services to families most in need.
- c. Attach the firm agreements (Sample- Attachment # 11) with various providers that describe what they will do to assure program success, details specific activities and their role in the program.
- d. Describe cooperative efforts with other service providers for future activities such as transitioning children out of Even Start and parents into job training employment or higher education.

Interagency Collaboration Letter of Agreement (attachment 11)

Template can be used to document individual services. Attach existing agreements to application and use for future partnerships. Agreements should not all be the same.

Inter Agency Collaboration Letter of Agreement
(Attachment 11)

(name of proposing agency) has submitted a
proposal
for the (name of program) program. This program will

(brief information about program).

As we have previously discussed, we would like to enter into a collaborative agreement with your agency for the following services for fiscal year _____.

Responsibilities of Proposing Agency:

(Describe the specific activity to be provided by proposing agency for this application, the number of people to be served, the location of the activity, time period, etc.)

Responsibilities of Collaborating Agency:

(Describe the specific activity to be provided by the collaborating agency for this application, the number of people served, the location of the activity, time period and cost, etc.)

Thank you for your support.

PROPOSING AGENCY

Name: _____
Title: _____
Address: _____

(Signature)

Date: _____

COLLABORATING AGENCY

Name: _____
Title: _____
Address: _____

(Signature)

Date: _____

Statement of Assurances (attachment 12, 13, 14, 15)

The chief administrator of the applicant, and in some instances by both the chief administrator of the applicant and the collaborating entity must sign the Statement of Assurances.

1. Assurances and Certification (attachment 12)
2. Assurances-Non Construction Programs (attachment 13)
3. Certification of Lobbying, Debarment, etc. (attachment 14)
4. Affirmation of Consultation with Private School Officials (attachment 15)

ASSURANCES AND CERTIFICATION

The Applicant Agency assures the South Dakota Department of Education that:

1. It will abide by the general assurances of SEC. 14306 of the Elementary and Secondary Education Act (ESEA) listed below:
 - (a) Assurances.- Any applicant other than a State educational agency that submits a plan or application under this Act, whether separately or pursuant to section 14304, shall have on file with the State educational agency a single set of assurances, applicable to each program for which a plan or application is submitted, that provides that-
 - (1) each such program will be administered in accordance with all applicable statutes, regulations, program plans and applications;
 - (2) (A) the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities; and
(B) the public agency, nonprofit private agency, institution, or organization, or Indian tribe will administer such funds and property to the extent required by the authorizing statutes;
 - (3) the applicant will adopt and use proper methods of administering each such program, including-
 - (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and
 - (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
 - (4) the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary or other Federal officials;
 - (5) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to such applicant under each such program;
 - (6) the applicant will-
 - (A) make reports to the State educational agency and the Secretary as may be necessary to enable such agency and the Secretary to perform their duties under each such program; and
 - (B) maintain such records, provide such information, and afford access to the records as the State educational agency or the Secretary may find necessary to carry out the State educational agency's or the Secretary's duties; and
 - (7) before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and has considered such comment.
 2. Funds provided under this program will supplement, not supplant, Federal, State, and local funds that local education agencies and schools would otherwise receive.
 3. In accordance with Parts 82 and 85 of 34 CFR, neither the agency nor its principles are presently debarred or suspended from participation in IASA programs by any federal agency.
 4. The Applicant and Collaborating Agency hereby assure that they will comply with all applicable Federal regulations in implementing their Even Start Program.

Name of School District/Agency:
Name of Superintendent/ Director
Signature of Superintendent/Director Date:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, ☐ Audits of States, Local Governments, and Non-Profit Organizations. ☐
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE	
APPLICANT ORGANIZATION		DATE SUBMITTED

Standard Form 424B (Rev. 7-97) Back

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

Section 9501 of the No Child Left Behind Act requires that timely and meaningful consultation occur between the Even Start Grantee and private school officials prior to any decision that affects the opportunities of eligible private school children, teacher, and other educational personnel to participate in programs under this Act, including Title I, Part B Even Start, and shall continue throughout the implementation and assessment of activities under this section.

The following topics must be discussed during the ongoing consultation process:

- How the Even Start Grantee will identify the needs of eligible private school children.
- What services the Even Start Grantee will offer to eligible private school children.
- How and when the Even Start Grantee will make decisions about the delivery of services.
- How, where and by whom the Even Start Grantee will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school official on the provision of services through a contract with a third-party provider.
- How the Even Start Grantee will assess academically the services to eligible private school children and how the Even Start Grantee will use the results of that assessment to improve program services.
- The size and scope of the equitable services that the Even Start Grantee will provide to eligible private school children and the proportion of funds that will be allocated to provide these services.
- The equitable services the Even Start Grantee will provide to teachers and families of participating private school children.
- If the Even Start Grantee disagrees with the views of the private school officials on the provision of services through a contract, the Even Start Grantee must provide private schools the reason in writing why the Even Start Grantee choose not to use a contractor.

We agree that timely and meaningful consultation occurred before the Even Start Grantee made any decision that affected the participation of eligible private school children in the Title I, Part B – Even Start program.

Even Start Grant Recipient Date

Authorized Representative

Private School Representative Date

Name of Even Start Grantee Recipient

Name of Private School

We have consulted with the Even Start Grantee and will not participate in the Title I, Part B Even Start program at this time.

Private School Representation Date

Name of Private School